I'm A Paraeducator... What's Your SUPER Power?
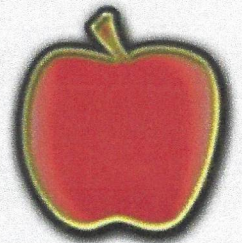
ADHD - Attention Deficit and Hyperactive Disorder

(neurobiological disorder - typically children have developmentally inappropriate behavior including hyperactivity, inattentiveness, and impulsivity)

General Characteristics	Possible Instructional Strategies
- Hyperactivity - Distractibility - Inattention - Impulsivity - Social skills deficit - Difficulty focusing - Poor organization of materials and thoughts - Fails to give attention to details and makes careless mistakes - Difficulty in following through with directions and completing assignments - Difficulty with problem solving	- Minimize distractions - Provide uncluttered workspace - Provide structure and routine - Provide organizational tools and strategies - Provide visual and graphic organizers - Break tasks into smaller segments - Highlight important ideas - Color coding - Use of timers and providing reminders of remaining time to complete the assignment - Modified instruction - Set behavioral expectations - Provide structured breaks between assignments - Allow for movement opportunities - Active learning - Use of fidget objects and wiggle cushions

Autism

(developmental disability that significantly affects verbal and nonverbal communication and social interaction)

General Characteristics	Possible Instructional Strategies
- Verbal and nonverbal deficit - Narrow interests with stereotyped behaviors - Resistance to environmental change and daily routines - Engage in repetitive activities (repeating a phrase/story or performing same motor task over and over - Literal and concrete thinker - Unusual responses to sensory experiences - Varying levels of intelligence and ability - Difficulty with social interaction skills - Motor difficulties	- Obtain the student's attention before giving a direction or talking with a student - Provide structure, consistency, and routine - Allow enough time for the student to respond - Reduce amount of talking to the student - Provide choices for students when possible - Use visual supports to increase understanding - Prepare students for transitions and changes in routine - Avoid using idioms, words with double meetings and sarcasm - Allow the use of "fidget" or sensory object when appropriate

2

Emotional Disability (ED)

(Characterized by one or more of the following: inability to learn that cannot be explained by intellectual, sensory or health factors; inability to build or maintain satisfactory interpersonal relationships; inappropriate types of behavior or feeling under normal circumstances; general pervasive mood of unhappiness or depression or a tendency to develop physical symptoms of fear associated with personal or school problems.)

General Characteristics	Possible Instructional Strategies
- Inappropriate types of behaviors or feelings - Uncooperative - Withdrawn - Low self esteem - Difficulty with social skills and interacting with peers and adults - Resists authority - Poor coping skills - Poor social skills - Poor self control - Aggressive behavior - Anxiety	- Set clear rules, boundaries, and expectations - Learn what might trigger a student's behavior and work with the student to prevent or deescalate the behavior - Avoid power struggles - Provide choices of two things you want the student to do - Encourage the use of self control strategies (deep breathing, counting backwards) - Consistently follow the behavior plan or behavior strategies recommended by the teacher - NEVER use physical restraint unless you have completed Crisis Prevention Intervention (CPI) training - Refrain from "rehashing past behavior"

Cognitive Disability (CD)

A significant overall delay in thinking, communicating, and performing daily life skills.

General Characteristics	Possible Instructional Strategies
- Require more time and repetition to learn things - May have difficulties with hand and gross motor - Delayed academic skills - May have delayed speech and language - Adult assistance or supervision for activities of daily living (toileting, dressing, and feeding)	- Multi-sensory approach (sandpaper letters, gross motor activities, hear it and say it and write it) - Use of visual supports (objects, photos, pictures, symbols, gestures, or sign language) to increase understanding - Scaffolding (identify what they know and build on previously learned skills) - Provide structure and establish routines - Modeling (showing them how to complete a task, provide model of completed task) - Allow extra time for response - Break tasks/assignments into smaller segments - Need assistance or supervision for daily activities - Use redirection and frequent positive reinforcement - Modified or alternative curriculum

Specific Learning Disability (SLD)

A disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself ability to listen, think, speak, read, spell, or do mathematical calculations.

General Characteristics	Possible Instructional Strategies
- Have difficulty in one or more academic area, yet may be strong in other areas - Difficulty in processing information either visually or through spoken language - Average or above average intelligence - Distractible - Easily frustrated - Inattentive - Social skills deficit	- Use student's strength to work on difficult areas - Chunking (breaking assignments into smaller, more manageable tasks) - Allow extra time for response - Graphic organizers - Visual organizers - Use of strategies (COPS Capitalization, Overall Appearance, Punctuation, Spelling) - Multi-sensory approach (sandpaper letters, gross motor activities, hear it and say it and write it) - Scaffolding (identify what they know and build on previously learned skills) - Color coding - Use of timers and providing reminders of remaining time to complete an assignment - Modified instruction

Principle 1. Focus on Academic Language, Literacy, and Vocabulary

Primary Strategies:

- 4 to 1
- Anticipation Guides
- Choral Reading
- Closed Sort Tasks
- Cloze Passages
- Cognates
- Collaborative Dialogues
- Content Learning Logs
- Dialogue Journals
- Dictations
- Directed Reading/Thinking(DRTA)
- Graphic Organizers
- Graphic Organizers for Writing
- Guided Reading
- H Charts
- Information Gap
- Inside - Outside Circle
- Jigsaw Reading
- Key Sentence Frames
- Language Experience Approach (LEA)
- Mix and Match
- Model Academic Language
- Open Sort Tasks
- Peer-Assisted Learning Strategies (PALS)
- Paraphrase Passport
- Picture Walk
- Question-Answer Relationships (QAR)
- Reader's Theatre
- Reciprocal Teaching
- Report Frames
- Shared Reading
- Shared Writing
- Story Maps
- Teach the Text Backward
- Teacher Read Aloud
- Text to Graphics and Back Again
- Think-Write-Pair-Share
- Word/Picture Banks
- Write a Letter

Additional Strategies:

- Concept/Idea Maps
- Contextualize Language
- Cornell Notes
- Give One – Get One
- I Have…Who Has…?
- Line Up
- Patterned Oral Language
- Roving Charts
- Self-Assessment Scales for Vocabulary Learning
- Snowball
- Structured Note-Taking
- Stir the Class
- T Charts
- Teacher Talk
- Think-Pair-Share
- Think-Pair-Share Squared
- Ticket to Leave
- Total Physical Response
- Varied Grouping Formats
- Varied Questioning Formats
- Wait Time
- Wait Time Two

Principle 2. Link Background Knowledge and Culture to Learning

Primary Strategies:
- Anticipation Guides
- Cognates
- Content Learning Logs
- Dialogue Journals
- K-W-L Charts
- Language Experience Approach
- Marvelous Modifiers
- Picture Walks
- Shared Writing
- Teach the Text Backward
- Team Names
- Things in Common
- Three Truths and a Lie
- Varied Grouping Formats
- Varied Presentation Formats
- Varied Questioning Formats
- Word/Picture Banks
- Word Squares

Additional Strategies:
- Contextualize Language
- Four Corners
- Person of the Week
- Teacher Talk
- Video Observation Guide

Principle 3. Increase Comprehensible Input and Language Output

Primary Strategies:	Additional Strategies:
• Closed Sort Tasks	• Cloze Passages
• Collaborative Dialogues	• Cognates
• Comprehension Checking	• Concept/Idea Maps
• Contextualize Language	• Cornell Notes
• Graphic Organizers	• Directed Reading/Thinking (DRTA)
• Guided Reading	• H Charts
• Jigsaw Readings	• Structured Note-Taking
• Language Experience Approach	• T Charts
• Model Academic Language	• Open Sort Tasks
• Patterned Oral Language	• Person of the Week
• Reader's Theatre	• Picture Walks
• Shared Reading	• Self-Assessment Scales for Vocabulary Learning
• Signal Responses	• Story Maps
• Teacher Read Aloud	• Teach the Text Backward
• Teacher Talk	• Word/Picture Banks
• Total Physical Response	• Word Squares
• Varied Presentation Formats	• Question-Answer Relationships (QAR)
• Varied Questioning Formats	• Reciprocal Teaching
• Video Observation Guides	

8

Principle 4. Promote Classroom Interaction

Primary Strategies:
- 10-2
- Four Corners
- Give One – Get One
- I Have…Who Has…?
- Information Gap
- Inside-Outside Circle
- Line Up
- Numbered Heads Together
- Paraphrase Passport
- Round the Clock Learning Partners
- Roving Charts
- Snowball
- Stir the Class
- Think-Pair-Share
- Think-Pair-Share Squared
- Think-Write-Pair-Share
- Varied Grouping Formats

Additional Strategies:
- 4 to 1
- Gallery Walk
- Jigsaw Readings
- Key Sentence Frames
- Language Experience Approach
- Mix and Match
- Peer-Assisted Learning Strategies (PALS)
- Shared Writing

Principle 5. Stimulate Higher Order Thinking and the Use of Learning Strategies

Primary Strategies:	Additional Strategies:
• 4 to 1	• Anticipation Guides
• Cloze Passages	• Choral Reading
• Concept/Idea Maps	• Closed Sort Tasks
• Content Learning Logs	• Dialogue Journals
• Cornell Notes	• Dictation
• Directed Reading/Thinking (DRTA)	• Person of the Week
• Graphic Organizers for Writing	• Self-Assessment Scales for Vocabulary Learning
• H Charts	• Shared Writing
• Mix and Match	• Text to Graphics and Back Again
• Open Sort Tasks	• Ticket to Leave/Exit Ticket
• Peer-Assisted Learning Strategies (PALS)	• Write a Letter
• Question-Answer Relationships (QAR)	
• Reciprocal Teaching	
• Report Frames	
• Rubrics	
• Story Maps	
• Structured Note-Taking	
• T Charts	
• Wait Time	
• Wait Time Two	
• Word/Picture Banks	
• Word Squares	

10

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	• Use physical gestures to accompany oral directives. • Modify *Teacher Talk. • Label visuals and objects with target vocabulary. • Introduce Cognates to aid comprehension. • Ask for Signal Responses to check comprehension.	• Give two step Contextualized directions. • Restate/rephrase and use *Patterned Oral Language routines. • Model Academic Language and vocabulary. • Ask for Total Physical Responses from students.	• Provide graphics or objects to sequence steps in a process. • Check Comprehension of all students frequently. • Use *Wait Time. • Provide Anticipation Guides for previewing content reading.	• Compare/contrast relationships from auditory information using a Venn Diagram. • Require students to restate and rephrase from auditory input as in *Paraphrase Passport.	• Outline lectures on the SmartBoard. • Use *Video Observation Guides. • Confirm students' prior knowledge of content topics. • Extend content vocabulary with multiple examples and non-examples.
Speaking	• Provide wall charts with illustrated academic vocabulary. • Ask simple WH (who, what, when, where), yes-no or either-or questions. • Elicit *Choral Responses. • Encourage participation in group chants, poems, and songs.	• Use 10-2 structures. • Assign roles in group work. • Use Clock Buddies. • Use Numbered Heads Together. • Use *Think-Pair-Share-Squared. • Develop Key Sentence Frames for pair interactions.	• Provide Graphic Organizers or notes to scaffold oral retelling. • Prompt for academic language output. • Use Think-Pair-Share. • Repeat and Expand student responses in a *Collaborative Dialogue.	• Require full sentence responses by asking open ended questions. • Use Varied Presentation Formats such as role plays. • Scaffold oral reports with note cards and provide time for prior practice. • Use Reader's Theatre to scaffold oral language growth.	• Structure debates requiring various points of view with graphic organizers and/or outlines. • Require the use of academic language. • Require oral reporting for summarizing group work. • Include oral presentations in the content classroom.
Reading	• Preview the text content with pictures, demos, charts, or experiences. • Pair students to read one text together. • Preview text with a Picture Walk. • Use Choral Reading. • Use *Teacher Read Alouds.	• Use Card Sorts. • Use K-W-L charts before reading. • Use the Language Experience Approach. • Provide a list of important concepts on a graphic organizer. • Use *Shared Reading and/or simplify the text.	• Provide a content vocabulary Word Bank with non-linguistic representations. • Teach skimming for specific information. • Use Teach the Text Backwards. • Use 4 to 1 for main ideas from text. • Use *Guided Reading.	• Model the creation of a Story Map from a narrative. • Provide Question Answer Relationship questions for student pairs to research. • Use Directed Reading Thinking Activity. • Use Cornell Notes. • Use *Jigsaw Reading to scaffold independent reading.	• Require computer and library research. • Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. • Use *Reciprocal Teaching to scaffold independent reading.
Writing	• Require students to label visuals and/or create language balloons. • Require vocabulary notebooks with L1 translations or non-linguistic representations. • Provide *Key Sentence Frames with word and picture banks.	• Teach note taking on a Graphic Organizer. • Use a Roving Chart in small group work. • Use Interactive Journals. • Use *Think-Write-Pair-Share. • Provide Cloze sentences with a Word Bank.	• Require Learning Logs for summaries of learning. • Use Text to Graphics and Back Again. • Teach Signal Words (comparison, chronology, cause -effect, and listing) for academic writing. • Provide *Cloze paragraphs with a *Word Bank.	• Provide Rubrics and exemplars to scaffold writing assignments. • Teach and utilize the writing process. • Provide an outline for the standard five-paragraph essay. • Provide *Report Frames for independent, structured, content writing.	• Require academic writing and the use of target academic vocabulary. • *Teach the process of writing a research paper. • Address students' cultures in differing genres of writing. • Hold frequent writing conferences with teacher and peers.

* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

The GO TO Strategies Matrix: Scaffolding Across Language Proficiency Levels

Listening
Level 1 **Teacher Talk** is accompanied by hand and body gestures. Talk is clearly enunciated, directions are modeled, speech is slower, and idioms are avoided.

Level 2 **Patterned Oral Language** uses a similar sentence structure and vocabulary within the context of a familiar classroom activity to help learners comprehend classroom routines.

Level 3 **Wait Time** of three to eight seconds provides the time needed for ELLs to comprehend the teacher's question.

Level 4 **Paraphrase Passport** encourages learners to listen to their peers' responses.

Level 5 **Video Observation Guides** pose guiding questions, topics, or chronology to activate a students' prior knowledge and to increase auditory comprehension of the video before, during, and after viewing.

Speaking
Level 1 **Choral Reading** includes learners in the classroom conversation.

Level 2 **Think-Pair-Share Squared** encourages students to speak with other students.

Level 3 **Collaborative Dialogues** between the teacher and student promote academic language through strategies such as repeat, recast, reformulate, and prompt.

Level 4 Students can begin to give oral reports at this level, if their reports are scaffolded with note cards and opportunities to practice the presentation.

Level 5 Academic debates on various viewpoints can be scaffolded with **Graphic Organizers** or **Outlines.**

Reading
Level 1 **Teacher Read Alouds** scaffold the text content and provide an excellent model of reading in English.

Level 2 **Shared Reading** scaffolds the reading process through enlarged texts, activation of prior knowledge, pre-teaching vocabulary, and teacher instruction of basic reading skills.

Level 3 **Guided Reading** scaffolds the reading process through targeted instruction at a student's proficiency level, increased teacher intervention, and leveled texts.

Level 4 **Jigsaw Reading** scaffolds independent reading by limiting the amount of the text provided and requiring students to share text information orally with peers.

Level 5 **Reciprocal Teaching** scaffolds the independent reading process through instruction and practice of four critical strategies: summarizing, clarifying, questioning, and predicting.

Writing
Level 1 **Key Sentence Frames** structure early attempts at writing when supported with word and picture banks.

Level 2 **Think-Write-Pair-Share** scaffolds early independent writing with extra time and a supportive learning partner.

Level 3 **Cloze Passages** that begin with sentences and lead into paragraphs provide structure and can be scaffolded with word or picture banks.

Level 4 Longer pieces of independent writing can be scaffolded with **Report Frames** that structure the discourse.

Level 5 Instruction in the process of writing a research paper can be scaffolded with opportunities for multiple conferences with teachers and peers

3. Key Sentence Frames

Purpose: To increase use of academic vocabulary
Grouping Format: Whole class instruction, interactive small groups, learning partners

| Levels: | 1 | 2 | 3 | 4 | 5 |

Teacher Actions	Student Actions
- Writes an academic sentence frame on the Smart Board or whiteboard e.g., *I understand ____ to mean ____, ____ can be defined as ___* - Provides word and/or picture banks of required academic vocabulary - Provides opportunities for students to use the sentence frame and the vocabulary in oral and written language	Uses the provided sentence frames to structure and define oral and written language using the required academic vocabulary in the content classroom Note: Please see Key Sentence Frames to support the use of academic language structures under Teaching Strategies.

4. Mix and Match

Purpose: To practice reading and defining academic vocabulary
Grouping Format: Interactive whole class

| Levels: | 1 | 2 | 3 | 4 | 5 |

Teacher Actions	Student Actions
- Prepares two card sets. Set 1 indicates an academic vocabulary term. Set 2 defines the term or pictures it - Provides each student with one of the cards from either set - Directs students to walk around the room (*Mix*) reading and trading cards with other students - Alerts students to stop exchanging cards and to *Match* themselves with another student to form a pair: a term and its matching definition	- Walks around the classroom reading and exchanging cards with other students - At the teacher's signal, stops Mixing and begins to search for a Match for the term or the definition on a card - Reads the term and the definition with a partner

NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.

13

7. Word/Picture Banks

Purpose: To increase comprehension of academic vocabulary and study skills
Grouping Format: Whole class instruction, individual or paired activity

Levels:	1	2	3	4	5

Teacher Actions	Student Actions
• Encourages students to use academic vocabulary in speaking and writing tasks by compiling content vocabulary into boxed lists which are displayed or provided to students • Models how to collect vocabulary on note cards OR models how to use vocabulary lists and identify the vocabulary in a vocabulary notebook • Teaches students to *use illustrations, symbols, synonyms/antonyms, foreign language translations, model sentences*, and *definitions* to illuminate the meaning of the vocabulary • Directs students to periodically review the collected vocabulary and edit the collection	• Collects or refers to critical academic target vocabulary during a learning unit • Uses a variety of strategies to make the vocabulary comprehensible • Returns to the Word Bank frequently (perhaps with a learning partner) to review the meanings of the words during a learning unit • Periodically reviews and edits the collection of vocabulary

8. Word Squares

Purpose: To increase comprehension of academic vocabulary and study skills
Grouping Format: Whole class instruction, individual or paired activity

Levels:	1	2	3	4	5

Teacher Actions	Student Actions
• Provides students with 5" x 7" note cards divided into four quadrants • Teaches students to write a target vocabulary item in the top right quadrant • Models grade appropriate strategies for completing the other three quadrants: e.g., *illustrations, definitions, antonyms/synonyms, foreign language equivalents, non-examples* Directs students to periodically review the collected vocabulary and edit the collection	• Follows teacher's directions for completing a word square for a target vocabulary item • Uses the word square format for compiling a "bank" of vocabulary cards throughout the learning unit • Reviews word squares frequently, either alone or with a partner during a learning unit • Periodically reviews and edits the collection of vocabulary

3. Choral Reading

Purpose: To provide a model of fluent reading
Grouping Format: Whole-class instruction

Levels:	1	2	3	4	5

Teacher Actions	Student Actions
- Provides all students with copies of the text - Leads reading the text aloud while urging students to read along - When reading dialogue, assigns small groups roles in the narrative	Reads aloud from the text with the teacher

4. Cloze Passages

Purpose: To increase comprehension of a text and increase inferencing skills
Grouping Format: Individualized writing activity or learning partner activity

Levels:	1	2	3	4	5

Teacher Actions	Student Actions
- Prepares a text where every fifth word or target vocabulary word is eliminated - Provides a Word Bank with the Cloze to scaffold the activity for Level 2-3 students - Teaches students to read the text and supply the missing word or a synonym of the word	Uses information in the text and/or the Word Bank to fill in the blanks of a text

NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.

7. H Charts

Purpose: To increase comprehension through scaffolding a comparison and contrast analysis of content texts

Grouping Format: Whole class instruction

Levels:	1	2	3	4	5

Teacher Actions	Student Actions
• Prepares a large H Chart and smaller H Charts for students • Models the process of comparing two concepts or topics from a reading text • Writes contrasting information from a text on the two outside columns of the H • Writes similar information from a text on the center cross bar of the H • Provides opportunities for students to use the structure with other reading passages	• Listens as the teacher models use of the H Chart to analyze a reading passage • Writes contrasting and similar information in the appropriate spaces on the H Chart • Uses an H Chart when reading other comparison/contrast tests

8. Jigsaw Reading (Aronson, 2008)

Purpose: To support text book reading through language interaction and the use of segmented texts

Grouping Format: Interactive small group, individual and/or partner reading

Levels:	1	2	3	4	5

Teacher Actions	Student Actions
• Segments a text into four to six sections • Assigns students to home groups of four to six students • Assigns a different text section to each member of the home group • Asks students with the same text sections to meet together, read the text, and assist in group comprehension of the text. These are often called "expert groups" • Directs students to return to home groups and teach the information in each text section to the entire home group • Assesses students on the concepts in the text See Glossary for jigsaw variations.	• Reads the assigned text either individually or with other students in a small expert group • Discusses the meaning of the text and any unknown vocabulary with members of the small group • Asks questions of other students to clear up any misunderstandings • Returns to the home group and shares the information in the text with home group members • Makes the information clear to others by drawing/sharing pictures, defining new vocabulary, and/or questioning for comprehension

NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.

Passage Reading – Whisper Reading

Whisper Reading

- Teacher indicates sentence, paragraph, or other text for students to read.

- Students read the material, pointing to the words, and whispering quietly.

- ~~Teacher monitors and listens to individuals read.~~

EXCEPTION: When physical distancing is necessary

Passage Reading — *Echo Reading* ★ ★ ☆ ☆

- **Echo Reading**
  - Teacher reads a word, phrase, or sentence
  - Students "echo" read the word, phrase, or sentence
  - Useful for building fluency and expression

  - *Beginning Readers:* Fade as students grow in reading skills
  - *Older Readers:* Use when introducing difficult-to-pronounce words or when teaching oral expression(prosody) in reading.

18

Passage Reading - *Choral Reading*

Choral Reading

- Read selection with students

- Read at a moderate rate

- Provide precorrection. "Keep your voice with mine"

- *Beginning Readers:* Chorally read text after silent reading or whisper reading

- *Older Readers:* Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

19

Passage Reading - *Cloze Reading*
★★★★★★★

Cloze Reading (delete word)

- Read selection

- Pause and delete "meaningful" words

- Have students read the deleted words

- *Beginning Readers:* Use for additional practice

- *Older Readers:* Use when you want to read something quickly and have everyone attending

Passage Reading - *Cloze Reading* ✩✩ ✩

Cloze Reading (delete portion of sentence)

- Read first part of a sentence.

- Have students read to the end punctuation of the sentence.

- *Beginning Readers:* Use for additional practice

- *Older Readers:* Use when you want to read something quickly and have everyone attending

21

Hold-ups ☆☆☆☆☆
White Boards (Response Slates)

•White Boards

- •Give directive
- •Have students write answers on individual whiteboards
- •When adequate response time has been given, have students display slates
- •Give feedback to students

Note: "Virtual white boards" can be created using heavy sheet protectors

22

Hold-ups ☆ ☆ ☆ ☆ ☆
Response Cards

Response cards

- Have students write possible responses on cards or paper or provide prepared cards.

  Examples:

  Simple responses: Yes, No; True - False; a.b.c.d., l.2.3.4

  Punctuation Marks: . ? ! , " "

  Branches of Government: Legislative, Executive, Judicial

  Math Vocabulary Terms: perimeter, area

- Ask a question .

- Have students select best response card.

- Ask students to hold up response card.

- Monitor responses and provide feedback.

- Optional: Call on student and his/her partner to defend their answer.

23

Yes   No

1

2

D

C

3

B

4

A

agree   disagree   ɐƃɹǝǝ

24